DOCUMENT RESUME

ED 085 155 32 RC 007 504

TITLE Annual Report of the Texas Child Migrant Program, ESEA, Title I, 1972-73.
INSTITUTION Texas Education Agency, Austin. Div. of Evaluation.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE Nov 73
NOTE 30p.; Related document is ED070554

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Instructional Programs; Mathematics Education; *Migrant Children; Program Costs; *Program Descriptions; *Pupil Personnel Services; Reading; Summer Institutes; *Summer Programs; Tables (Data)
IDENTIFIERS *Texas

ABSTRACT

Instructional programs and pupil services provided by the Texas Child Migrant Program during 1972-73 were described in this annual report. The programs were operated in kindergarten, grades 1-12, and a special preschool for 4 year olds. An enrichment program for migrant children in kindergarten and grades 1-12 was operated on various plans, and some districts operated a special 7-month school year program. In all the programs, the objectives were to provide pupil services including social services, clothing, transportation, fees, guidance and counseling, psychological services, dental and medical services, and food, as well as various instructional activities which had the most emphasis on reading, oral language development, English language arts, and mathematics. Major topics included program descriptions and funding, participation, pupil services, the instructional program, personnel in the migrant program, and the Texas Summer Child Migrant Program. (PS)

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annual report

of the texas child migrant program ESEA, Title I

DIVISION OF EVALUATION
TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
NOVEMBER, 1973

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ANNUAL REPORT
OF THE
TEXAS CHILD MIGRANT PROGRAM
ESEA, TITLE I
1972-73

Division of Evaluation
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-4448

November, 1973

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

FOREWORD

Each year, thousands of families within the free enterprise system of the United States leave their homes and "follow the crops" as migratory farm workers. Children of migratory farm workers learn many invaluable lessons, not the least of which include an appreciation for the dignity of work and self-reliance. The life of the migratory farm worker is a hard life. His children need and deserve educational opportunities, tailored to their limited chances to attend school, which will allow them make rational career choices.

Building upon funding made available under the Elementary and Secondary School Act, Title I Migrant, Texas educators made special attempts to meet the needs of 54,661 children of migratory farm workers during the 1972-73 school year. Of the 151 school districts serving migrants, 133 operated enrichment programs only, one operated an extended day seven-month school term, and all others offered both enrichment and extended day seven-month school terms. Children in these programs continued to fall behind academically, gaining an average of .72 month per month of instruction in reading and .85 month per month of instruction in mathematics. Briefly described within the body of this report are programs in which students made gains in excess of .85 month per month of instruction. Variation between programs may not be as great as variation among individuals directing, conducting, and supporting the programs. Recognizing this, the Texas Education Agency has continued to offer massive staff development training for all professionals and all support personnel who strive to meet the needs of the children of migratory farm workers.

J. W. Edgar
Commissioner of Education

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Dorella Colbert, Nannette Benner, and Eliese Foster, Clerical Assistants

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Robert D. Martínez, Consultant

Armando E. Talamántez, Consultant

Eliseo S. Torres, Consultant

Juanita A. Zamora, Consultant

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INTRODUCTION

The philosophy under which the Texas Child Migrant Program funded through ESEA, Title I Migrant operates is best described in An Administrative Guide for Programs for the Education of Migrant Children produced by the Migrant and Preschool Division of the Texas Education Agency, Austin, Texas in the fall of 1972.

> The Texas Child Migrant Program is based on the belief that the purpose of the public school system is to provide educational opportunities for all children; opportunities that will enable each child to function creatively and usefully in dignity and freedom. Each individual has the potential for useful contribution to society and the right to a meaningful educational program that will make provision for his academic, social, physical, and psychological development. Much of the child's success in such a broad and comprehensive program is dependent on the attitudes of parents, educators, and community.
>
> As a result of his mobility and his difficulties in the use of English as a second language or due to his problem with English because of his dialect, the migrant child has need for special help. The Texas Child Migrant Program is committed to the philosophical principles which provide the basis for:
>
> - a program that will help the migrant realize his highest potential, creatively and usefully; and
> - a program that will prepare him to take his place in the mainstream of the educational program.

Participants in the Texas Child Migrant Program must meet the following required definition of a Migrant Child according to the United States Office of Education.

> A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities.

Program Description

The Texas Child Migrant Program is operated in Kindergarten, Grades 1-12 and a special Migrant preschool for four year olds.

The enrichment program for migrants in Kindergarten and Grades 1-12 may be operated on various plans. According to its needs and situation, a school district may operate any one or a combination of the following plans:

- Extra services during the day to provide supplementary instructional activities with a supplementary or resource teacher in a classroom, a circulating supplementary teacher, or teacher aides providing additional services;
- An extended day program in which migrant children participate in the regular school program and school day activities, but receive additional instruction after school; and
- Self-contained classrooms which contain only migrant pupils in a non-graded structure.

During the 1972-73 school year, 18 school districts in the Rio Grande Valley and south Texas, where there is a heavy concentration of migrants, operated a seven-month program in addition to the regular migrant program. Due to the migration patterns of families from these areas in which students return to the area in the latter part of October and leave in the latter part of April, students are not able to begin or complete the regular ten month school year. The Foundation School Program designed a special teacher allocation formula to assure that classrooms do not become overcrowded during peak enrollment periods. The formula allocates teachers on the three peak reporting periods rather than the usual six reporting periods thus providing a maximum number of teachers.

To compensate for the inability of migrant children to attend school the entire ten month term, a special seven-month school year is operated in the various districts. This type of school operates for a minimum of one hundred and thirty-five (135) instructional days, and the school day is extended so that the children are exposed to the same number of instructional hours as are children in the regular program.

In all of these programs and plans the objectives have been to provide the migrant pupils with pupil services including social services (attendance services), clothing, transportation, fees, guidance and counseling, psychological services, dental and medical services, and food, as well as the various instructional activities with the most emphasis being on reading, oral language development, English language arts, and mathematics. Other objectives have placed special emphasis on parental involvement programs during the 1972-73 school year. As in the past, staff development activities have been provided for the personnel involved with the migrant program.

The migrant preschool program has the following as its general objectives:

- To establish an educational environment in which four year old migrant children are provided opportunities to develop intellectually, socially, physically, and emotionally;
- To provide opportunities for parents of these children to participate more effectively in the school community and to assume more effective responsibility for enhancing the educational and physical development of their children; and

- To increase the effectiveness of instructional personnel who work with these children through a parental activities program which will deepen understanding of the special needs and characteristics of the migrant family.

Related to these general objectives, the program provides various pupil services and parental involvement activities, as well as instructional activities for the child, and special staff development activities to provide the various personnel with an understanding of the migrant child, his language, and his culture.

Funding of the Program

The Texas Child Migrant Program was funded through ESEA, Title I Migrant. The 151 districts participating received a total of $12,037,373. Table 1 shows the amount and percent of ESEA, Title I Migrant funds encumbered for each of the areas listed. These figures balance with those indicated throughout this report.

TABLE 1

ESEA, TITLE I MIGRANT FUNDS ENCUMBERED IN FY 73

AREA OF EXPENDITURES	AMOUNT OF ESEA, TITLE I MIGRANT FUNDS ENCUMBERED	PERCENT OF TOTAL ESEA, TITLE I MIGRANT FUNDS ENCUMBERED
Staff Development	$ 112,806	.9%
Instructional Personnel	8,214,996	68.2
Instructional Materials and Supplies	677,716	5.6
Pupil Services	1,739,042	14.4
Program Planning and Development	148,427	1.2
Program Evaluation and Research	75,136	.6
Dissemination and Replication	21,670	.2
Instructional Media Selection, Acquisition, Development and Use	154,099	1.3
General Administration	584,843	4.9
Equipment	272,538	2.3
Construction and Remodeling	2,380	.1
Parental Involvement	33,720	.3
TOTAL	$12,037,373	100.0

PARTICIPATION

For the 1972-73 school year, 54,661 students participated in migrant programs operated in 151 school districts. Forty-eight (48) of the 151 districts operated programs through five migrant cooperatives. Figure A illustrates the increase in the number of participants in the migrant program over a ten year period. The number of participants for 1973 is 15 times as large as it was in the beginning. Figure B illustrates the increase in the number of districts operating programs over the same ten year period. There are 30 times as many districts operating programs in 1973 as in the beginning. Table 2 displays the participation of migrant pupils by grade level.

TABLE 2

PARTICIPATION BY GRADE LEVEL

GRADE LEVEL	NUMBER OF STUDENTS	PERCENT OF TOTAL NUMBER OF STUDENTS
Pre-Kindergarten	1,619	3.0%
Kindergarten	3,733	6.8
1	6,166	11.3
2	5,548	10.1
3	5,594	10.2
4	5,441	10.0
5	4,983	9.1
6	4,541	8.3
7	4,190	7.7
8	3,809	7.0
9	2,346	4.2
10	1,739	3.2
11	1,452	2.7
12	1,005	1.8
Ungraded	2,059	3.8
Special Education	436	.8
Total	54,661	100.0

It was reported that 96.9 percent of the students who participated in the migrant program were Spanish-surnamed.

Approximately 70 percent of the students served by programs funded through ESEA, Title I Migrant were elementary level.

Figure A

PARTICIPATION TRENDS

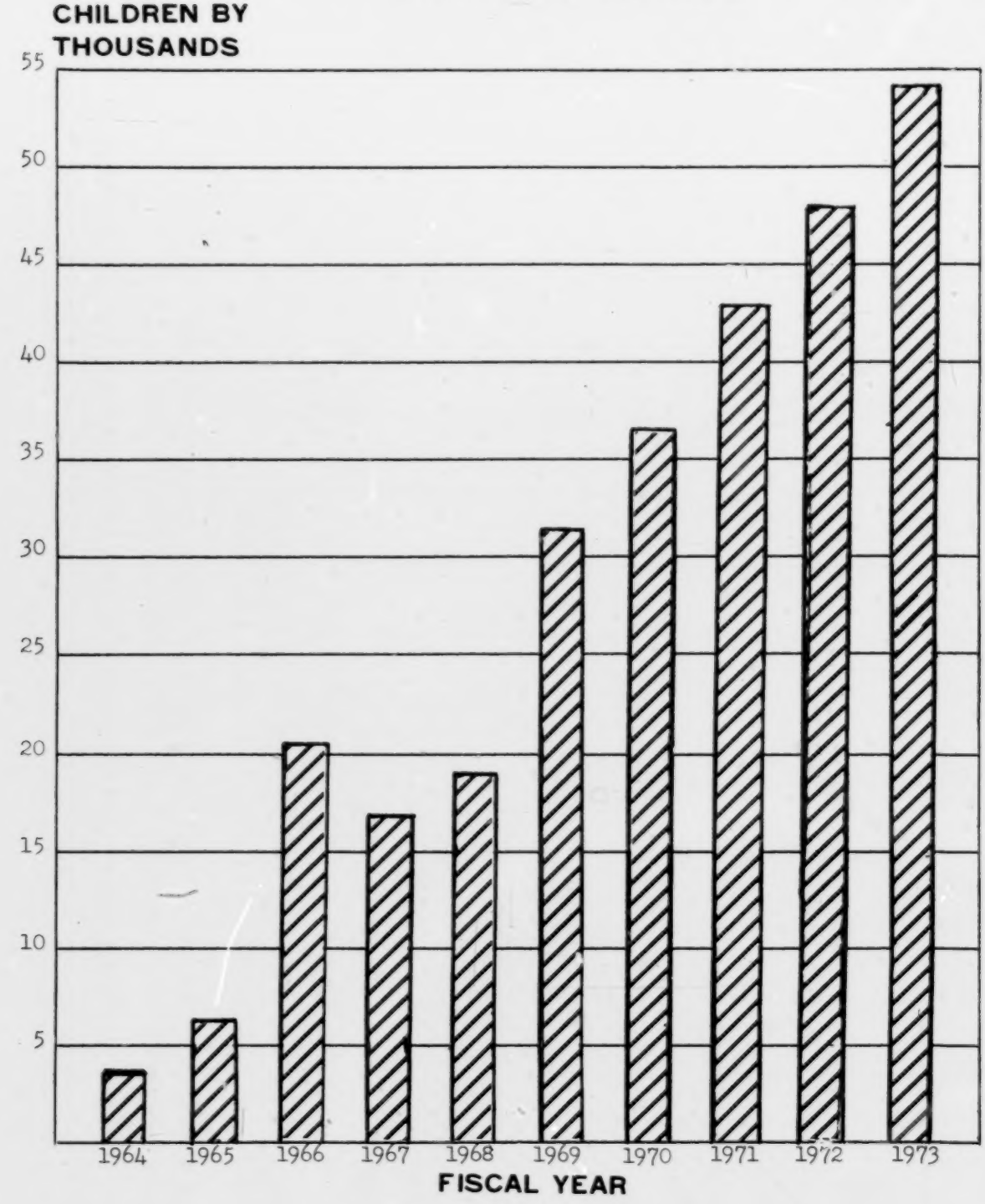
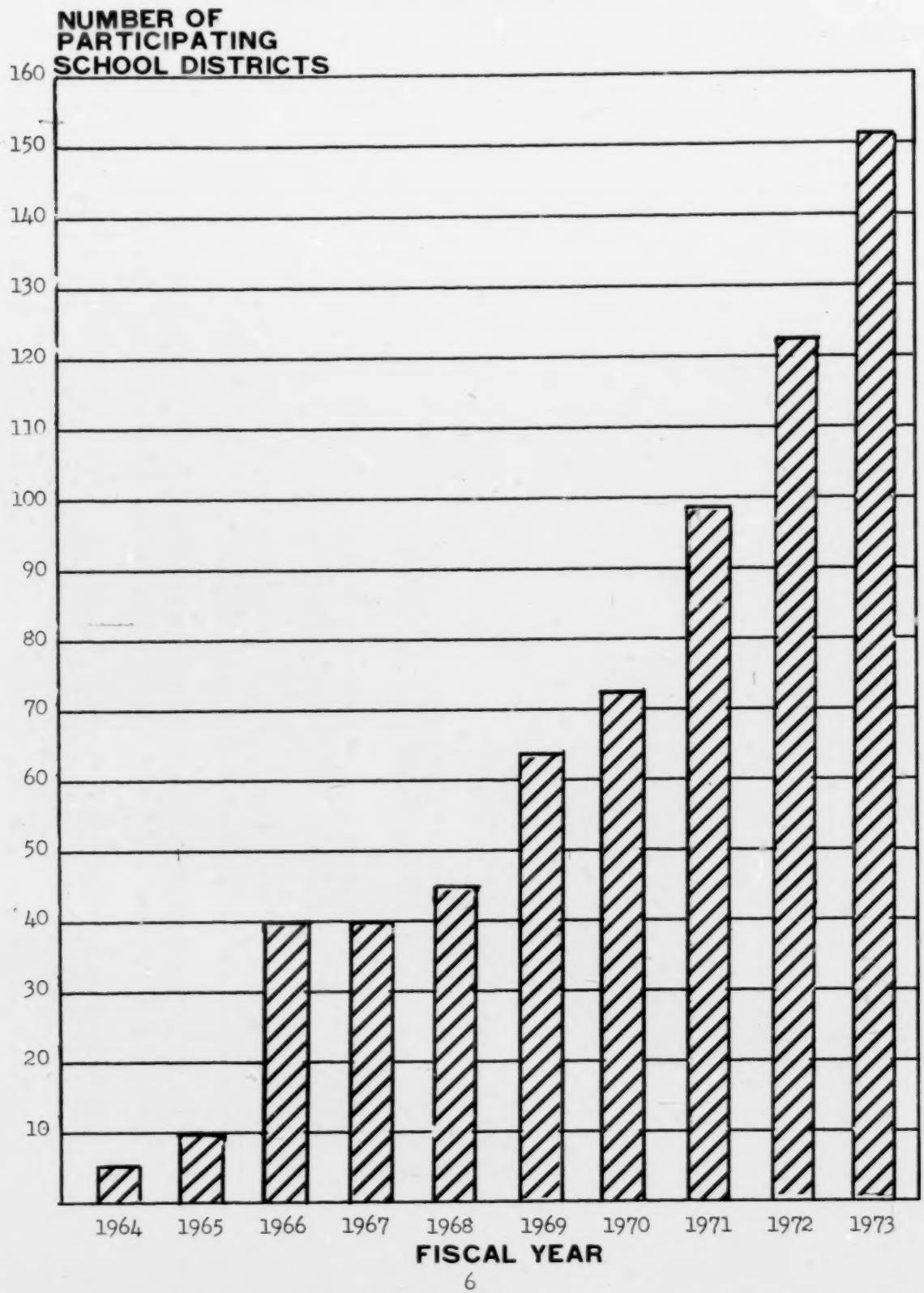


Figure B
PARTICIPATION OF DISTRICTS



In examining the data reported concerning the number of parents or guardians participating in parental involvement activities, it appears that there was an increase from last year in the number of participants for six of the sixteen specified activities and a decrease in the other ten activities. Table 3 displays the data collected from the two years.

TABLE 3

COMPARISON OF PARENTAL INVOLVEMENT FOR FY 72 and FY 73

NUMBER OF PARENTS (GUARDIANS) INVOLVED 1972	1973	ACTIVITIES
599	819	Program aides (to teachers, counselors, librarians, administrators)
162	143	Medical aides
272	140	Lunchroom aides
245	193	Instructional resource persons
834	1,024	Advisory committees
1,394	1,332	Chaperones
269	242	Interpreters
170	104	Counselor for dropouts, delinquents, etc.
409	547	Providing transportation
7,979	8,906	Parent-teacher conferences
1,801	1,367	Adult education classes or study groups
1,512	1,903	Received home visits by teachers of special education classes
14,177	14,772	Received home visits by other members of the school staff
21,019	16,117	Open house; special events for parents
8,830	7,622	PTA or other similar organizations
720	394	Assessment, Planning, Evaluation
214	1,280	Other
*	25,733	Total unduplicated number of parents (guardians) of migrant pupils involved in the above activities

*This figure was not requested in 1972.

A major objective of the Migrant and Preschool Division for 1972-73 was that every school district with a migrant program shall have had at least one meeting a month of the parent advisory committee and that every home of the participating migrant children will have been visited by either a teacher, an aide, or ancillary personnel at least once during the 1972-73 school year. As evidenced in Table 3, the activities in which parent participation increased included advisory committees and both home visits by teachers of special education classes and by other members of the school staff.

PUPIL SERVICES

One of the underlying tenants of the ESEA, Title I Migrant program is to provide pupil services in support of the instructional program. According to the data reported and displayed in Table 4, nearly all students who received services were also in instructional programs funded through ESEA, Title I Migrant. A total of 15 districts did not provide instruction funded through ESEA, Title I Migrant for all of the pupils which were provided with services. Table 4 shows the number and percent of pupils who received the services and who also received instruction funded through ESEA, Title I Migrant. This difference can be accounted for in several school districts by the lack of a kindergarten program funded through ESEA, Title I Migrant. Also indicated in Table 4 is the number and percent of pupils who received services from agents other than the local district.

Table 5 indicates the amount of ESEA, Title I Migrant funds and funds from other sources expended for each service, the percent each of these amounts is of the total amount of ESEA, Title I Migrant funds and the total amount of other funds encumbered for all pupil services. Of the total amount of ESEA, Title I Migrant funds encumbered in FY 73, 14.4 percent were expended for pupil services (Refer to Table 1). The per pupil expenditures for each service are indicated in Table 6. Information related to pupils served, funds encumbered and per pupil expenditures for food services are displayed in Tables 7 and 8. It should be noted that the 204 pupils who were served an evening meal were all from only one school district.

TABLE 4

PARTICIPATION OF MIGRANT PUPILS IN PUPIL SERVICES

TYPE OF PUPIL SERVICE		Number of Migrant Children who Received the Service from the District	Percent of all Migrant Children who Received the Service from the District	Number of Migrant Children who Received Services and were Involved in Title I Migrant Instructional Activities	Percent of Migrant Children who Received Services and were Involved in Title I Migrant Instructional Activities	Number of Migrant Children who Received Services from Agents other Than the Local District	Percent of Migrant Children who Received Services from Agents other Than the Local District
Social Services		32,312	59.1%	32,272	99.9%	4,682	8.6%
Clothing		9,917	18.1	9,917	100.0	1,357	2.5
Transportation		22,366	40.9	22,352	99.9	1,742	3.2
Fees		6,700	12.3	6,611	98.7	202	.4
Guidance and Counseling		24,984	45.7	24,942	99.8	319	.6
Psychological Service		1,908	3.5	1,908	100.0	578	1.1
Dental:	Screening	27,311	50.0	27,050	99.0	825	1.5
	Referral	5,250	9.6	5,250	100.0		
	Treatment by Non-School Personnel	3,832	7.0	3,832	100.0		
	Treatment by School Personnel	4,430	8.1	4,430	100.0		
Medical:	Screening	39,401	72.1	39,088	99.2	5,886	10.8
	Referral	9,999	18.3	9,985	99.9		
	Treatment by Non-School Personnel	8,788	16.1	8,772	99.8		
	Treatment by School Personnel	24,260	44.4	24,249	99.9		

TABLE 5

DOLLARS EXPENDED FOR PUPIL SERVICES

TYPE OF PUPIL SERVICE	Amount of ESEA, Title I Migrant Funds Encumbered for Each Service	Percent of Total ESEA, Title I Migrant Funds for Pupil Services Encumbered for Each Service	Amount of Funds From Other Sources Encumbered for Service	Percent of Total Funds from Other Sources Encumbered for Each Service
Social Services	$349,528	20.1%	$ 94,221	2.6%
Clothing	124,754	7.2	9,876	.28
Transportation	194,373	11.2	98,893	2.8
Fees	26,533	1.5	3,752	.11
Guidance and Counseling	238,616	13.7	125,662	3.5
Psychological Service	3,042	.2	34,077	1.0
Dental Services	235,590	13.6	27,339	.8
Medical Services	379,406	21.8	86,210	2.4

TABLE 6

PER PUPIL EXPENDITURES FOR PUPIL SERVICES

TYPE OF PUPIL SERVICE	Number of Students Receiving Services From District	Per Pupil Expenditures-ESEA, Title I Migrant Funds	Per Pupil Expenditures-Other Sources	Per Pupil Expenditures-Total Funds
Social Services	32,312	$11	$ 3	$14
Clothing	9,917	13	1	14
Transportation	22,366	9	4	13
Fees	6,700	4	1	5
Guidance and Counseling	24,984	10	5	15
Psychological Service	1,908	2	18	20
Dental Services	40,823	6	1	7
Medical Services	82,448	5	1	6

TABLE 7

DOLLARS EXPENDED FOR FOOD SERVICES

FOOD SERVICE	Number and Percent of Migrant Children who Received Food Service from the Local District		COST AND PERCENT OF TOTAL FUNDS ENCUMBERED FOR PUPIL SERVICES FOR PROVIDING FOOD SERVICE TO MIGRANT CHILDREN								Number and Percent of Migrant Children who Received Food Service from Agents Other than Local District	
			ESEA, Title I Migrant		National School Lunch Programs		Special Milk Program		Other			
	Number	Percent	Cost	Percent	Cost	Percent	Cost	Percent	Cost	Percent	Number	Percent
Breakfast	10,384	19.0%	$28,048	1.6%	$ 194,674	5.5%	$ 5,817	.16%	$ 778	.02%	1,293	2.4%
Snack	6,976	12.8	92,244	5.3	9,778	.27	10,162	.3	3,279	.09	206	.4
Lunch	46,612	85.2	52,808	3.0	2,799,943	78.7	51,198	1.4	2,588	.07	3,212	5.9
Supper	204	.4	14,100	.8	-	-	-	-	-	-	-	-

TABLE 8

PARTICIPATION AND PER PUPIL EXPENDITURES FOR FOOD SERVICES

FOOD SERVICE	NUMBER OF STUDENTS RECEIVING FOOD SERVICE	PER PUPIL COST OF PROVIDING FOOD SERVICE				
		PER PUPIL EXPENDITURES- ESEA, TITLE I MIGRANT	PER PUPIL EXPENDITURES- NATIONAL SCHOOL LUNCH PROGRAM	PER PUPIL EXPENDITURES- SPECIAL MILK PROGRAM	PER PUPIL EXPENDITURES- OTHER SOURCES	PER PUPIL EXPENDITURES- TOTAL FUNDS
Breaksfast	10,384	$ 3.00	$19.00	$ .56	$ .07	$22.63
Snack	6,976	13.00	1.00	2.00	.47	16.47
Lunch	46,612	1.00	60.00	1.00	.05	62.05
Supper	204	69.00	-	-	-	69.00

INSTRUCTIONAL PROGRAM

There were eleven different instructional areas funded through ESEA, Title I Migrant with the most emphasis being placed on reading, oral language/ language development, English language arts, mathematics, and enrichment experiences.

Of the total ESEA, Title I Migrant funds encumbered, 77.4 percent were expended for instructional activities (Refer to Table 1). Table 9 displays the number of students who participated in each of the instructional activities, the cost per pupil using all sources of funds and the per pupil expenditures of ESEA, Title I Migrant funds.

TABLE 9

PER PUPIL EXPENDITURES IN THE MIGRANT PROGRAM
FOR INSTRUCTIONAL ACTIVITIES

INSTRUCTIONAL ACTIVITY	NUMBER OF STUDENTS	PER PUPIL EXPENDITURES-ALL SOURCES	PER PUPIL EXPENDITURES-ESEA, TITLE I MIGRANT FUNDS
Reading	29,488	$137	$$ 88
Mathematics	16,616	90	50
English Language Arts	18,934	99	55
Oral Language/Language Development	23,719	123	83
Preschool	4,609	462	330
Natural Sciences/ Social Sciences	8,582	45	26
Enrichment Experiences	19,825	62	41
Physical Education, Health, Safety, & Recreation	8,236	38	21
CVAE	387	338	119
Special Education	154	662	130
Bilingual Education	1,126	212	74

These programs were operated according to various techniques selected by the districts and utilized teachers and teacher aides funded through both ESEA, Title I Migrant and the Foundation School Program.

Test data were collected for the reading and mathematics programs only and are described in the following sections. For purposes of reporting test

and the percentages of pupils with test data, only information from districts which submitted usable data on pre- and posttesting were utilized. According to data received for the entire migrant program, 6443 pupils or approximately 22 percent of the 29,488 pupils who participated in reading activities were pre- and posttested and 2,957 pupils or 16 percent of the 16,616 pupils who participated in mathematics activities were pre- and posttested.

Reading Test Data

Descriptions of the reading programs operated by a district, the personnel involved, and the materials used were reported for each reading activity. The reading programs for which test data were submitted were sorted into four basic types of programs according to the descriptions provided. The types of programs included:

I. Lab situation with remedial teacher, teacher and/or aide

II. Contained classroom

III. Teacher and/or aide with small group

IV. Combination of techniques.

The average gain per month per pupil can be seen in Table 10. All test data on students who were in one of the reading programs and had a pre- and posttest score were used for computing the average gains indicated. The test data were reported by the school districts according to gains per month of instruction. A summation of the frequency distributions of the mean gains per month divided by the number of pupils with test data provided the average gain per month per pupil.

TABLE 10

TEST RESULTS OF PARTICIPANTS ACCORDING TO TYPE OF READING PROGRAM

Type of Reading Program	Number of Reading Programs Operated in Districts	Number of Students who Participated	Number of Students with test data	Percent of Students with test data	Mean G.E. in months per month per pupil
I	18	9,568	2,638	27.6%	.78 mo.
II	11	6,781	1,731	9.0	.66 mo.
III	21	5,174	1,470	28.4	.72 mo.
IV	4	2,974	609	20.5	.62 mo.

Mathematics Test Data

Each district operating a mathematics program funded through ESEA, Title I Migrant provided a description of the program, the number of children served,

and the dollars expended for the program. Usable test data were received for only 27 programs varying in types of treatment from a lab situation to a contained classroom. Since the number of programs with usable test data was so small, all mathematics test data were analyzed together. There were 13,740 pupils who participated in the programs and test data were available for 2,597 pupils or 18.9 percent of the pupils who participated. The mean grade equivalent gain in months per month per pupil according to standardized achievement tests was .85 month.

The mean gain made in mathematics for 1972-73 follows the trend set in previous years that greater gains were made by migrant pupils in mathematics than in reading.

Cost Factors Related to Reading and Mathematics Instructional Programs

Funding figures for both ESEA, Title I Migrant dollars and other dollars were requested of districts for specific activities. Due to the manner in which budgets are developed by school districts, these funding figures were not always available. This problem could account for the great differences in cost figures presented in Table 11.

TABLE 11

EXPENDITURES FOR READING AND MATHEMATICS PROGRAMS

PROGRAM	Number of Pupils Involved	Mean Cost Per Pupil Per Year	Range of Cost Figures		Mean Cost Per Pupil Per Month
			Low	High	
Reading I	9,568	$199.73	$67.04	$492.74	$22.19
Reading II	6,781	125.56	20.49	468.93	13.95
Reading III	5,174	127.41	15.91	262.61	14.16
Reading IV	2,974	91.39	74.21	162.95	10.15
Mathematics	13,740	107.11	15.91	625.60	11.90

The data displayed in Table 11 shows the mean cost figures per pupil both by year and by month based upon the equivalence of nine months of instruction. The range of cost figures is also indicated.

Reading and Mathematics Programs Showing Gains of Greater Than .85 Month Per Month

Each district operating a reading or mathematics program funded through ESEA, Title I Migrant was requested to provide a description of the program. Tables 12 and 13 display descriptions of reading and mathematics programs, respectively, which showed on standardized achievement tests

mean gains in grade equivalents of greater than .85 month per month for pupils for whom test data were submitted. The number of pupils in the program operated by a district, the number of pupils tested and the percent of pupils in the program for whom test data were submitted are presented, as well as the mean grade equivalent gain in months per month.

The data provided in these tables are not guarantees of successful programs since many other factors such as personnel or teacher/pupil ratio may make the difference between a successful and unsuccessful program. However, the information provided here may be useful in selecting new programs if previous programs have proved to be unsuccessful.

TABLE 12

MIGRANT READING PROGRAMS SHOWING GAINS OF GREATER THAN .85 MONTH PER MONTH

DESCRIPTION OF PROGRAM	Number of Pupils in Program	Number of Pupils Tested	Percent of Pupils in Program Who Were Tested	Mean G. E. Gain in Month Per Month
Reading teacher working with various lab materials in a small group.	25	10	40.0%	1.89
Individually Prescribed Instruction (IPI) materials in a Texas demonstration school with classroom teachers, aides, and reading coordinator.	165	107	64.8	1.27
EDL - McGraw-Hill Program in a small class.	126	72	57.1	1.20
Roving teachers and aides providing small group instruction for elementary students.	510	135	26.5	1.19
Aides assisting small groups and individual students with high interest/low vocabulary materials.	137	30	21.9	1.15
Extended day program providing small group instruction with teachers and aides.	95	46	48.4	1.15
Individualized instruction with a variety of materials available in a reading center.	40	20	50.0	1.12
Resource learning center utilizing resource teachers and aides in special classrooms.	167	67	40.1	1.09

TABLE 12 (continued)

MIGRANT READING PROGRAMS SHOWING GAINS OF GREATER THAN .85 MONTH PER MONTH

DESCRIPTION OF PROGRAM	Number of Pupils in Program	Number of Pupils Tested	Percent of Pupils in Program Who Were Tested	Mean G.E. Gain in Month Per Month
Resource learning center, EDL lab and other special reading equipment with remedial reading teacher, classroom teachers, and aides.	1626	359	22.1%	1.07
Individualized program and materials with Spanish speaking teacher and aide.	68	40	58.8	1.07
Remedial reading program at the Junior and Senior high level for students two or more years below grade level.	251	109	43.4	.92
Elementary seven-month program in a contained classroom.	164	22	13.4	.87
Classroom teachers, resource teacher, and aides working with small groups or individuals in the classroom and the resource center, utilizing various equipment and materials.	114	45	39.5	.87
Small group instruction with special migrant teacher outside regular classroom.	65	23	35.4	.87
Teacher and bilingual aide working in special classroom with a variety of materials. Aide giving directions in Spanish.	86	16	18.6	.86

TABLE 13

MIGRANT MATHEMATICS PROGRAMS SHOWING GAINS OF GREATER THAN .85 MONTH PER MONTH

DESCRIPTION OF PROGRAM	Number of Pupils in Program	Number of Pupils Tested	Percent of Pupils in Program Who Were Tested	Mean G.E. Gain in Month Per Month
Teacher aides providing small group or individualized instruction with emphasis on mathematics and computational skills.	137	31	22.6%	1.54
Individualized instruction utilizing a variety of materials and a math center stressing manipulative skills.	28	20	71.4	1.28
Resource teacher and bilingual aide providing enrichment instruction outside the regular classroom.	75	49	65.3	1.27
Remedial mathematics program relating to science and vocational areas.	866	111	12.8	1.24
Individually Prescribed Instruction (IPI) based on specific sets of educational objectives with correlated diagnostic instruments, teaching materials, and methods permitting individualized instructional activities.*	140	107	76.4	1.24
Teacher and/or aide providing math enrichment to help the child catch up in mathematics.	561	242	43.1	1.19
Program using Individually Prescribed Instruction materials.*	121	56	46.3	1.16
Program using Individually Prescribed Instruction materials.*	775	355	45.8	.98
Mathematics in a self-contained classroom with materials from the Education Service Center.	435	158	36.3	.98
Mathematics in a contained classroom stressing the four basic functions, properties, number theory, measurements, place value and problem solving.	855	51	6.0	.93
Teacher and/or aide providing small group or individualized instruction in mathematics and computational skills.	100	42	42.0	.91

*Different districts operating these programs.

PERSONNEL IN THE MIGRANT PROGRAM

Personnel were reported according to involvement in the Migrant Program regardless of the funding source of the salary of the personnel. The number of personnel by specific assignment, the number who speak fluent Spanish, the number involved in staff development activities and the cost for those staff development activities are shown in Table 14. According to these data, less than 85 percent of the personnel of any one classification received special training for teaching the migrant child.

Approximately 62% of the total dollars expended for staff development activities were from ESEA, Title I Migrant funds. Column (f) on Table 14 shows that more dollars from other sources were expended on staff development activities for elementary guidance counselors, nurses, librarians, and social services personnel. The largest amount expended per person for staff development was for elementary guidance counselors and social services personnel.

According to these data, there was a pupil-teacher ratio of approximately twenty-one to one (21:1) in the migrant program which meets with the administrative guidelines for the program.

Summer Institutes

Various summer institutes were held for personnel in the Texas Child Migrant Program, 1972-73 during the summer of 1972.

The Summer Institute Programs were designed:

- To increase teacher and administrator competency in identifying educational needs of migrant children and designing programs to meet these identified needs;
- To increase teacher and administrator competency in identifying psychological and sociological needs of migrant children and to help them know how to meet these needs;
- To increase teacher and administrator competency in teaching English as a Second Language and Bilingual Education;
- To increase administrator understanding of the preschool migrant child and of the design of appropriate preschool programs; and
- To increase the competency of teachers and teacher aides in working together and in working effectively with migrant children.

Institutes were conducted by Regional Education Service Centers I, XIII, XVII, XVIII and XX, Texas A & I University, Pan American University, Southmost College, and the University of Corpus Christi.

TABLE 14

PERSONNEL IN THE ESEA, TITLE I MIGRANT PROGRAM

(a) PERSONNEL POSITION	(b) Total Number of Personnel Who Provided Pupil Services and/or Instructional Activities	(c) Number and Percent of Personnel Shown in Col. (b) Who Speak Fluent Spanish		(d) Number and Percent of Personnel Shown in Col. (b) Who Participated in Staff Development Activities		(e) Number and Percent of Personnel in Col. (d) Who Received Special Preparation for Working with Migrant Pupils		(f) Cost of Staff Development Activities for Personnel Shown in Col. (d)		(g) Cost Per Person for Staff Development
		Number	Percent	Number	Percent	Number	Percent	ESEA, Title I Migrant	Other	
Teachers-Elementary	1,576	782	49.6%	1,354	85.9%	896	66.2%	$48,397	$30,905	$59
Teachers-Secondary	767	406	52.9	611	80.0	358	58.6	11,518	8,400	19
Teachers-Elem. and Sec.	271	57	21.0	81	29.9	39	48.1	2,087	498	32
Guidance Counselors-Elementary	34	6	17.6	21	61.8	14	66.7	651	1,102	83
Guidance Counselors-Secondary	62	20	32.2	45	72.6	29	64.4	1,939	1,479	76
Guidance Counselors-Elem. and Sec.	24	9	37.5	12	50.0	10	83.3	273	210	40
Nurses	138	36	26.1	89	64.5	60	67.4	1,786	2,375	47
Librarians	80	14	17.5	32	40.0	9	28.1	590	787	43
Social Services Personnel	100	69	69.0	69	69.0	52	75.4	1,962	3,787	83
Other Professional Personnel	198	98	49.5	154	77.8	96	62.3	7,526	2,338	64
Teacher Aides	1,348	1,136	84.3	1,250	92.7	913	73.0	32,450	16,719	39
Nurses Aides	61	44	72.1	42	68.9	31	73.8	839	507	32
Library Aides	92	44	47.8	64	69.6	24	37.5	697	408	17
Other Nonprofessional Personnel	406	278	68.5	163	40.1	79	48.5	2,091	362	15

A total of 40 institutes for a maximum of 1605 participants were scheduled at different times in various locations to provide special training and skills for teachers, aides, administrators, supervisors and combinations of these personnel. Each institute concentrated on a specific area of concern for educating the migrant child.

TEXAS SUMMER CHILD MIGRANT PROGRAM

For purposes of the summer program only, the definition of a migrant student was as follows:

> A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another since January 1, 1969, in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities.

Only students meeting this definition were enrolled in summer programs being operated with Title I Migrant funds.

A total of 10,605 students in 45 school districts participated in the 1973 summer program. The number of participants in 1973 is more than double the number in 1972. Approximately 98.3 percent of the participants were Spanish-surnamed.

Students participated in instructional activities and received pupil services funded through ESEA, Title I Migrant. A total of $1,277,687 in ESEA, Title I Migrant funds was expended for the summer programs. Table 15 displays the amount and percent of ESEA, Title I Migrant dollars expended according to area of expenditure.

TABLE 15

EXPENDITURE OF ESEA, TITLE I MIGRANT FUNDS
FOR 1973 SUMMER PROGRAMS

AREA OF EXPENDITURES	Amount of ESEA, Title I Migrant Funds Expended	Percent of Total ESEA, Title I Migrant Funds Expended
Staff Development	$ 4,623	.4%
Instructional Personnel	745,480	58.3
Instructional Materials and Supplies	87,017	6.8
Pupil Services	340,327	26.6
Program Planning and Development	3,248	.25
Program Evaluation and Research	409	.03
Dissemination and Replication	1,156	.09
Instructional Media Selection, Acquisition, Development & Use	6,416	.5
General Administration	52,280	4.1
Equipment	31,742	2.5
Construction and Remodeling	400	.03
Parent Involvement	4,589	.4
Total	$1,277,687	100.0

Students participated in programs offering a variety of instructional activities, as well as, enrichment, physical education and recreational activities. Approximately 81 percent of the participants were preschool or elementary level. The participation of pupils in summer ESEA, Title I Migrant funded activities is shown in Table 16.

TABLE 16

PARTICIPATION OF PUPILS IN ESEA, TITLE I
MIGRANT SUMMER ACTIVITIES

ACTIVITIES	Number of Pupils Participating	Percent of Total Summer Participants
Reading	8,139	76.7%
Mathematics	9,283	87.5
English Language Arts	8,485	80.0
Oral Language/ Language Development	8,224	77.5
Preschool	1,176	77.3*
Natural Sciences/ Social Sciences	7,585	71.5
Enrichment Experiences	8,791	82.9
Physical Education, Health, Safety and Recreation	9,819	92.6
Special Education	15	.1
Bilingual Education	2,369	22.3
Driver's Education	26	.2
Social Service	5,302	50.0
Food	9,953	93.9
Clothing	4,418	41.7
Transportation	8,819	83.2
Fees	4,544	42.8
Guidance and Counseling	1,889	17.8
Psychological Services	81	.8
Dental		
Screening	5,162	48.7
Referral	896	8.4
Treatment by Nonschool Personnel	501	4.7
Treatment by School Personnel	893	8.4
Medical		
Screening	6,110	57.6
Referral	607	5.7
Treatment by Nonschool Personnel	551	5.2
Treatment by School Personnel	2,809	26.5

*Percent of all Pre-kindergarten and Kindergarten students.

Personnel involved in the summer migrant program are displayed in Table 17. According to the data received, a pupil-teacher ratio of approximately twenty to one (20:1) existed for the elementary level which meets the administrative guidelines.

TABLE 1.

PERSONNEL IN THE MIGRANT SUMMER PROGRAM

PERSONNEL POSITION	NUMBER OF PERSONNEL
Teachers - Elementary	394
Teachers - Secondary	36
Teachers - Elem. and Sec.	51
Guidance Counselors - Elementary	6
Guidance Counselors - Secondary	2
Nurses	28
Librarians	10
Social Services Personnel	31
Other Professional Personnel	61
Teacher Aides	458
Nurses Aides	13
Library Aides	12
Other Nonprofessional Personnel	263